



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 11911458
SAU: York School Department
School: York Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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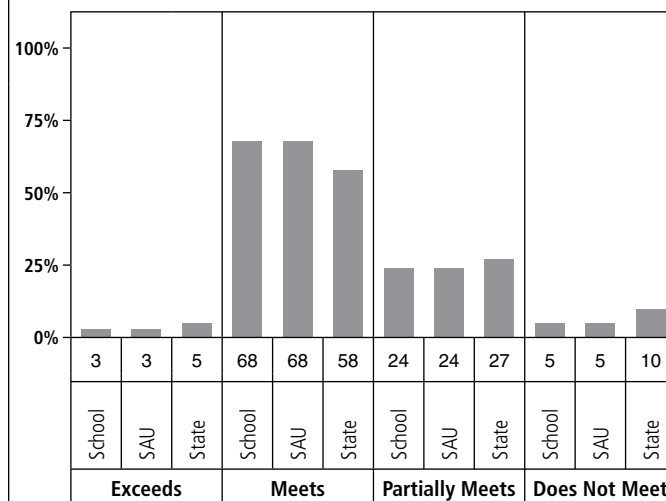
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: York School Department
School: York Middle School

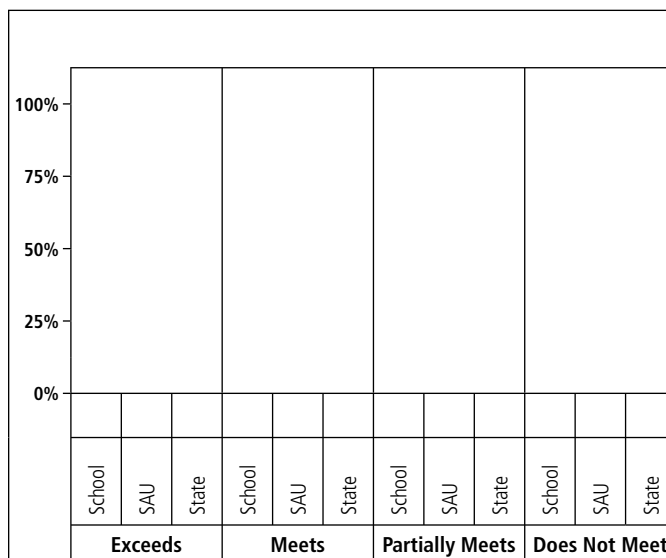
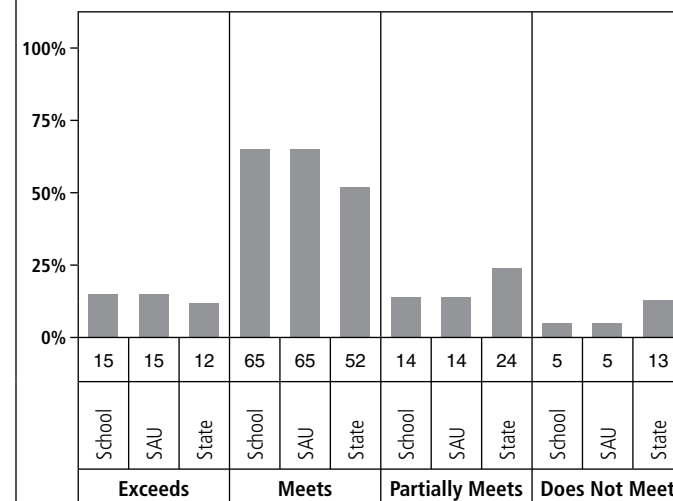
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	546	546	544
2006–2007	545	545	544
2007–2008	546	546	545
Cum. Avg. *	546	546	544
Mathematics			
2005–2006	553	553	543
2006–2007	551	551	546
2007–2008	552	552	546
Cum. Avg. *	552	552	545
ELA – Writing			
2005–2006			
2006–2007	543	543	541
2007–2008	539	539	538
Cum. Avg. *			

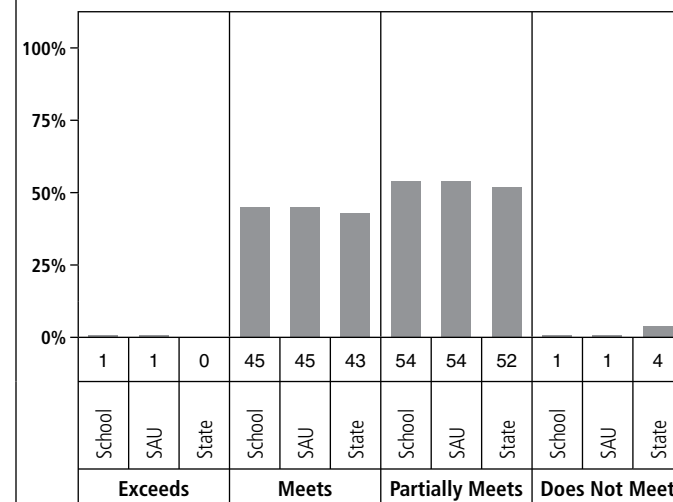
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 5
SAU: York School Department
School: York Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	156	100	156	100	14240	100	155	99	155	99	14157	100	156	100	156	100	14156	100					156	100
Ethnicity African American/Black	1	1	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99					1	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	4	3	4	3	178	1	3	75	3	75	170	97	4	100	4	100	174	99					4	100
Caucasian/White	151	97	151	97	13339	94	151	100	151	100	13274	100	151	100	151	100	13267	100					151	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	27	17	27	17	2555	18	27	100	27	100	2528	99	27	100	27	100	2526	99					27	100
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
Economically disadvantaged	19	12	19	12	5574	39	18	95	18	95	5528	99	19	100	19	100	5531	99					19	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	128	82	128	82	11042	78	129	83	129	83	11006	77					129	83
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4					0	0
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	4	3	4	3	134	1	4	3	4	3	133	1					4	3
Participation with accommodations	26	17	26	17	2974	21	26	17	26	17	3014	21					26	17
Identified disability (PET/IEP)	26	100	26	100	1996	67	26	100	26	100	1986	66					26	100
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
Participation through alternate assessment (PAAP)	1	1	1	1	136	1	1	1	1	1	136	1					1	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100					1	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	1	1	1	1	64	0	0	0	0	0	61	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.



ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	York School Department
School:	York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	3	2	3	2	721	5
	2006-2007	5	4	5	4	702	5
	2007-2008	5	3	5	3	659	5
	Cum. Total*	13	3	13	3	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	114	71	115	71	7571	53
	2006-2007	82	61	82	60	7730	55
	2007-2008	105	68	105	68	8195	58
	Cum. Total*	301	67	302	67	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	34	21	34	21	4343	30
	2006-2007	38	28	39	29	4182	30
	2007-2008	37	24	37	24	3800	27
	Cum. Total*	109	24	110	24	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	10	6	10	6	1628	11
	2006-2007	10	7	10	7	1419	10
	2007-2008	7	5	7	5	1362	10
	Cum. Total*	27	6	27	6	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.1	62.7	30.1	62.7	29.2	60.8
Literary Text	24	50	15.3	63.8	15.3	63.8	15.0	62.5
Informational Text	24	50	14.9	62.1	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: York School Department
 School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	154	5	3	105	68	37	24	7	5	546	154	3	68	24	5	546	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	3										3						167	2	47	37	14	542
Caucasian/White	150	5	3	104	69	35	23	6	4	546	150	3	69	23	4	546	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	8	31	13	50	5	19	536	26	0	31	50	19	536	2392	0	26	42	31	536
No	128	5	4	97	76	24	19	2	2	547	128	4	76	19	2	547	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	154	5	3	105	68	37	24	7	5	546	154	3	68	24	5	546	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	18	0	0	10	56	7	39	1	6	540	18	0	56	39	6	540	5454	2	48	35	15	541
No	136	5	4	95	70	30	22	6	4	546	136	4	70	22	4	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	154	5	3	105	68	37	24	7	5	546	154	3	68	24	5	546	14011	5	58	27	10	545
Gender																						
Female	66	3	5	46	70	15	23	2	3	546	66	5	70	23	3	546	6766	7	62	24	8	546
Male	88	2	2	59	67	22	25	5	6	545	88	2	67	25	6	545	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	154	5	3	105	68	37	24	7	5	546	154	3	68	24	5	546	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	154	5	3	105	68	37	24	7	5	546	154	3	68	24	5	546	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: York School Department
 School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0									546	0					546	5	2	42	34	22	540
B. less than one hour	100	0	0	2	100	0	0	0	0		100	0	100	0	0		66	5	60	27	9	545
C. one to two hours	0										0						26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550	31	7	63	23	7	547
B. They match some of what I have learned.	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542	55	4	61	27	8	545
C. They match just a little of what I have learned.	0										0						11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542	30	10	68	16	6	549
B. good	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550	53	3	59	29	9	544
C. fair	0										0						15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										0						17	3	45	32	19	541
B. about the same as my regular schoolwork	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550	67	5	62	26	7	546
C. easier than my regular schoolwork	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	100	0	0	2	100	0	0	0	0	546	100	0	100	0	0	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	0										0						31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542	18	8	64	20	8	547
B. 20 minutes to an hour	0										0						56	5	62	25	7	546
C. less than 20 minutes	0										0						12	2	50	32	15	542
D. I rarely read at home.	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542	26	3	51	32	14	542
B. six to ten pages	0										0						28	3	59	28	9	544
C. eleven or more pages	50	0	0	1	100	0	0	0	0	550	50	0	100	0	0	550	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: York School Department
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	44	27	44	27	1415	10
	2006-2007	31	23	31	23	1711	12
	2007-2008	24	15	24	15	1617	12
	Cum. Total*	99	22	99	22	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	85	53	86	53	6503	45
	2006-2007	65	48	66	49	6778	48
	2007-2008	101	65	101	65	7284	52
	Cum. Total*	251	56	253	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	26	16	26	16	3945	28
	2006-2007	33	24	33	24	3884	28
	2007-2008	22	14	22	14	3341	24
	Cum. Total*	81	18	81	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	6	4	6	4	2434	17
	2006-2007	6	4	6	4	1683	12
	2007-2008	8	5	8	5	1778	13
	Cum. Total*	20	4	20	4	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.5	70.0	10.5	70.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.3	59.3	8.3	59.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	9.7	69.3	9.7	69.3	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: York School Department
 School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	24	15	101	65	22	14	8	5	552	155	15	65	14	5	552	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	4										4						173	5	45	30	20	541
Caucasian/White	150	24	16	101	67	20	13	5	3	553	150	16	67	13	3	553	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	11	42	10	38	5	19	540	26	0	42	38	19	540	2390	2	29	34	35	534
No	129	24	19	90	70	12	9	3	2	554	129	19	70	9	2	554	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	155	24	15	101	65	22	14	8	5	552	155	15	65	14	5	552	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	19	1	5	6	32	8	42	4	21	540	19	5	32	42	21	540	5461	5	46	30	19	541
No	136	23	17	95	70	14	10	4	3	554	136	17	70	10	3	554	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	155	24	15	101	65	22	14	8	5	552	155	15	65	14	5	552	14015	12	52	24	13	546
Gender																						
Female	67	10	15	40	60	12	18	5	7	550	67	15	60	18	7	550	6767	11	51	24	13	546
Male	88	14	16	61	69	10	11	3	3	553	88	16	69	11	3	553	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	155	24	15	101	65	22	14	8	5	552	155	15	65	14	5	552	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	155	24	15	101	65	22	14	8	5	552	155	15	65	14	5	552	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: York School Department
School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	6	39	29	25	539
B. less than one hour	100	0	0	1	50	0	0	1	50	542	100	0	50	0	50	542	66	12	52	24	12	546
C. one to two hours	0										0						26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556	38	16	56	19	8	549
B. They match some of what I have learned.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528	48	9	53	26	12	545
C. They match just a little of what I have learned.	0										0						10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556	31	24	54	14	8	552
B. good	0										0						47	8	55	25	12	545
C. fair	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	0										0						18	5	42	30	22	540
B. about the same as my regular schoolwork	100	0	0	1	50	0	0	1	50	542	100	0	50	0	50	542	66	11	55	23	11	547
C. easier than my regular schoolwork	0										0						17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						21	10	48	26	16	544
B. two or three days a week	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556	36	13	54	23	10	547
C. two or three times each month	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528	27	12	54	23	11	547
D. never or almost never	0										0						15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	100	0	0	1	50	0	0	1	50	542	100	0	50	0	50	542	30	13	53	23	11	547
C. two or three times each month	0										0						34	12	54	23	10	547
D. never or almost never	0										0						29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						7	7	40	25	28	539
B. 30–45 minutes	50	0	0	1	100	0	0	0	0	556	50	0	100	0	0	556	31	7	49	29	15	543
C. 45–60 minutes	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528	40	12	55	23	10	547
D. more than 60 minutes	0										0						23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: York School Department
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	5 1	4 1	5 1	4 1	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	77 69	57 45	77 69	57 45	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	50 83	37 54	51 83	38 54	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 2	1 1	2 2	1 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.1	55.5	11.1	55.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.9	49.2	5.9	49.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.2	65.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: York School Department
 School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	155	1	1	69	45	83	54	2	1	539	155	1	45	54	1	539	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	4										4						170	0	29	62	9	535
Caucasian/White	150	1	1	69	46	78	52	2	1	539	150	1	46	52	1	539	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	1	4	23	88	2	8	531	26	0	4	88	8	531	2372	0	12	72	16	529
No	129	1	1	68	53	60	47	0	0	541	129	1	53	47	0	541	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	155	1	1	69	45	83	54	2	1	539	155	1	45	54	1	539	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	19	0	0	7	37	12	63	0	0	536	19	0	37	63	0	536	5435	0	32	61	7	535
No	136	1	1	62	46	71	52	2	1	539	136	1	46	52	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	155	1	1	69	45	83	54	2	1	539	155	1	45	54	1	539	13967	0	43	52	4	538
Gender																						
Female	67	0	0	42	63	25	37	0	0	542	67	0	63	37	0	542	6750	1	55	43	2	540
Male	88	1	1	27	31	58	66	2	2	536	88	1	31	66	2	536	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	155	1	1	69	45	83	54	2	1	539	155	1	45	54	1	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	155	1	1	69	45	83	54	2	1	539	155	1	45	54	1	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: York School Department
 School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0									530	0					530	5	0	29	57	14	533
B. less than one hour	100	0	0	0	0	2	100	0	0		100	0	0	100	0		66	0	44	52	3	538
C. one to two hours	0										0						26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	0										0						25	1	54	42	3	540
B. good	50	0	0	0	0	1	100	0	0	528	50	0	0	100	0	528	50	0	46	51	3	538
C. fair	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532	22	0	29	65	6	535
D. poor	0										0						3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	0										0						14	0	33	56	10	535
B. about that same as my regular schoolwork	50	0	0	0	0	1	100	0	0	528	50	0	0	100	0	528	65	0	45	52	3	538
C. easier than my regular schoolwork	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											